

# English Grammar Key Stage 2

Curriculum map





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



# 2. Units



KS2 English Grammar is formed of 13 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 T1: Sentence level objectives	Year 3	5
2 T2: Word level objectives	Year 3	5
3 T3: Punctuation level objectives	Year 3	5
4 T1: Sentence level objectives	Year 4	5
5 T2: Word level objectives	Year 4	5
6 T3: Punctuation level objectives	Year 4	5
7 T1: Sentence level objectives	Year 5	5
8 T2: Word level objectives	Year 5	5
9 T3: Punctuation level objectives	Year 5	5

**10 T1: Sentence level objectives**

**Year 6**

**5**

**11 T2: Word level objectives**

**Year 6**

**5**

**12 T3: Punctuation level objectives**

**Year 6**

**5**

**13 T4: Grammar Practice**

**Year 6**

**4**





# 3. Lessons

## Unit 1 T1: Sentence level objectives

5 Lessons

Lesson number	Lesson question	Pupils will learn
1.	To explore simple sentences	<ul style="list-style-type: none"><li>In this lesson, we will recap what a verb is, define a simple sentence as a main clause that makes sense on its own and write our very own simple sentences.</li></ul>
2.	To explore compound sentences	<ul style="list-style-type: none"><li>In this lesson, we will recap what a simple sentence is and define what a compound sentence is. We will learn the three coordinating conjunctions 'but', 'or', 'and' and when to use each one appropriately. We will also practise writing compound sentences using all three coordinating conjunctions.</li></ul>
3.	To revise compound sentences	<ul style="list-style-type: none"><li>In this lesson, we will revise simple sentences and then explore compound sentences. We will look at common mistakes made when writing compound sentences.</li></ul>

**4. To explore complex sentences**

- In this lesson, we will explore subordinate clauses and complex sentences.



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**5. To explore complex sentences**

- In this lesson, we will we learn about complex sentences and we will practise writing some complex sentences.
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Lesson  
number

Lesson question

Pupils will learn

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|-----------|---|--|
| <b>1.</b> | <b>To explore word classes</b>          | <ul style="list-style-type: none"><li>• In this lesson, we will explore the four word classes of nouns, adjectives, verbs and adverbs. We will consider their purpose and impact in writing and practise using them in our writing.</li></ul>  |
| <b>2.</b> | <b>To explore expanded noun phrases</b> | <ul style="list-style-type: none"><li>• In this lesson, we will explore the purpose and rules of using expanded noun phrases and practise writing them, using a range of ambitious vocabulary.</li></ul>   |
| <b>3.</b> | <b>To explore 'being' verbs</b>         | <ul style="list-style-type: none"><li>• In this lesson, children will be given a definition of 'being' verbs. First, they will identify the forms of the verb 'to be' in sentences. Then, they will look at plural and singular forms of the verb 'to be'. After that, they will look at past/present tense forms of the verb 'to be'.</li></ul> |
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#### **4. To explore prepositions**

- In this lesson, we will explore prepositions of place and time. First, we will look at some pictures of a koala, describe what its position is, and fill in the missing prepositions of place. Then, we will identify when we use the prepositions 'at' 'in' and 'on' in relation to time and spot a rule.



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#### **5. To explore conjunctions**

- In this lesson, we will explore joining or coordinating conjunctions used in compound sentences. We will identify the two main clauses, the verbs and the coordinating conjunctions in compound sentences. We will look at the difference between 'but' 'and' and 'or' and discover when it is appropriate to use each one.
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Lesson number	Lesson question	Pupils will learn
1.	<b>To revise our understanding of simple, compound and complex sentences</b>	<ul style="list-style-type: none"><li>• In this grammar lesson, we will revise the different sentence types: simple, compound and complex. We will practise coordinating and subordinating conjunctions and play a sentence building game to check what we know.</li></ul>
2.	<b>To understand the two functions of apostrophes</b>	<ul style="list-style-type: none"><li>• In this lesson, we will look at the two types of apostrophes and when they are used. We will then focus on apostrophes for contraction and practise where to use them for different word combinations.</li></ul>
3.	<b>To introduce apostrophes for singular possession</b>	<ul style="list-style-type: none"><li>• In this lesson, we will introduce apostrophes for singular possession. We will learn to spot them and practise using them.</li></ul>
4.	<b>To revise apostrophes for contraction and singular possession</b>	<ul style="list-style-type: none"><li>• In this lesson, we will revise the use of apostrophes for contracted words and singular possession. We will spot where they are used in writing and practise writing sentences with them.</li></ul>

## 5. To explore using apostrophes for plural possession

- In this lesson, we will learn how to use apostrophes to show possession for plural nouns.
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## Unit 4 T1: Sentence level objectives

5 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To explore simple and compound sentences	<ul style="list-style-type: none"><li>In this lesson, we will revise our understanding of verbs and learn how to write simple and compound sentences.</li></ul>
2.	To revise our understanding of simple and compound sentences	<ul style="list-style-type: none"><li>In this lesson, we will revise our understanding of simple and compound sentences.</li></ul>
3.	To explore complex sentences	<ul style="list-style-type: none"><li>In this lesson, we will explore 'As' complex sentences and have a go at writing our own, based on the clip we watched in the first lesson.</li></ul>
4.	To develop understanding of complex sentences	<ul style="list-style-type: none"><li>In this lesson, we will explore using 'As' adverbial complex sentences and complex sentences that have relative clauses in them. We will practise writing sentences throughout the lesson.</li></ul>

**5.**

**To develop our understanding of simple, compound and complex sentences**

- In this lesson, we will learn all about clauses and how they can be used to make simple, compound and complex sentences. We will also learn about the coordinating and subordinating conjunctions that we use to make the different sentence types.
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Lesson number	Lesson question	Pupils will learn
1.	To explore word class	<ul style="list-style-type: none"><li>In this lesson, we will learn the definitions of nouns, adjectives, verbs, adverbs and prepositions. We will identify these word classes in sentences.</li></ul>
2.	To explore expanded noun phrases	<ul style="list-style-type: none"><li>In this lesson, we will explore the definition of expanded noun phrases and associated word classes. We will then identify and use expanded noun phrases in sentences.</li></ul>
3.	To explore pronouns	<ul style="list-style-type: none"><li>In this lesson, we will explore pronouns and possessive pronouns and practise using them correctly.</li></ul>
4.	To explore the functions of fronted adverbials	<ul style="list-style-type: none"><li>In this lesson, we will learn the purpose for using fronted adverbials and how they can improve our writing.</li></ul>
5.	To revise our knowledge of word class	<ul style="list-style-type: none"><li>In this lesson, we will focus and revise our knowledge of word class and the definitions for each word class. We will construct sentences using various nouns, adjectives, verbs and adverbs that we can apply to our writing.</li></ul>

## Unit 6 T3: Punctuation level objectives

5 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To explore the function of apostrophes	<ul style="list-style-type: none"><li>In this lesson, we will investigate how to use apostrophes for singular possession and for contraction. We will practise using them in sentences linked to our Jabberwocky writing.</li></ul>
2.	To explore punctuating speech first	<ul style="list-style-type: none"><li>In this lesson, we will explore punctuating speech first and speech second sentences, which we will use when we come to write the ending of the story.</li></ul>
3.	To revise speech punctuation	<ul style="list-style-type: none"><li>In this lesson, we will practise writing speech at the beginning and end of sentences with a focus on accurate punctuation.</li></ul>
4.	To practise using simple past, present and future tense	<ul style="list-style-type: none"><li>In this lesson, we will explore the features of simple past, present and future tense. We will practise using each tense in sentences.</li></ul>

**5.**

**To revise simple, compound and complex sentences**

- In this lesson, we will revise the components of simple, compound and complex sentences. We will identify examples of each type and write our own.
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Lesson number	Lesson question	Pupils will learn
1.	<b>To explore simple and compound sentences</b>	<ul style="list-style-type: none"><li>• In this lesson, we will explore simple and compound sentences. We will look at what a sentence is and how sentences are made up of clauses and phrases. We will then discuss what a main clause is and how these are used to create simple and compound sentences.</li></ul>
2.	<b>To explore complex sentences</b>	<ul style="list-style-type: none"><li>• In this lesson, we will explore complex sentences. We discuss that they are made up of main clauses and subordinate clauses. We will review what these are and then the pupils have a chance to practise writing their own.</li></ul>
3.	<b>To revise complex sentences</b>	<ul style="list-style-type: none"><li>• In this lesson, we will revise complex sentences. We will review simple and compound sentences and then discuss what a complex sentence is. We will review how to punctuate complex sentences and practise writing complex sentences.</li></ul>

#### **4. To explore relative clauses**

- In this lesson, we will review all the sentence types and then discuss that sentences with relative clauses are a type of complex sentence. We discuss how to use a relative clause (in the middle or at the end of a sentence) and what the relative pronouns are.



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#### **5. To develop knowledge of relative clauses**

- In this lesson, we will learn about complex sentences and relative clauses.
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Lesson number	Lesson question	Pupils will learn
1.	To explore word class	<ul style="list-style-type: none"><li>In this lesson, we will explore word class. We will focus on identifying nouns, adjectives, adverbs and verbs in sentences. We then explore what prepositions are and identify these in sentences.</li></ul>
2.	To explore expanded noun phrases	<ul style="list-style-type: none"><li>In this lesson, we will explore expanded noun phrases. We will start by introducing the adjective, adjective noun expression. Then we will look at adding in prepositional phrases and to identify these in an expanded noun phrase.</li></ul>
3.	To explore the functions of fronted adverbials	<ul style="list-style-type: none"><li>In this lesson, we will explore fronted adverbials. We look at how they can be made up of words or phrases. Then we will explore how they are used to show, 'when', 'where' and 'how'.</li></ul>
4.	To explore pronouns	<ul style="list-style-type: none"><li>In this lesson, we will be focusing on pronouns and the role they play in our writing.</li></ul>

## 5. To explore relative pronouns

- In this lesson, we will revise clauses and looking at what makes a subordinate clause. Then, we will move onto relative clauses and the relative pronouns we might use when writing one.
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Lesson number	Lesson question	Pupils will learn
1.	To explore using the simple past, present and future tense	<ul style="list-style-type: none"><li>In this lesson, we will look at the different tenses (past, present and future), then explore how verbs change when they are in the simple past if they are regular or irregular verbs.</li></ul>
2.	To explore the past, present and future progressive tense	<ul style="list-style-type: none"><li>In this lesson, we will revise the three tenses: past, present, future. We will then break them down into past, present and future progressive tense. Lastly, we will recap knowledge of how regular and irregular verbs change in the past tense.</li></ul>
3.	To revise the past, present and future progressive tense	<ul style="list-style-type: none"><li>In this lesson, we will review the past, present and future progressive tense.</li></ul>
4.	To explore the function of apostrophes	<ul style="list-style-type: none"><li>In this lesson, we will explore using apostrophes for both possession and contraction. Additionally, we will practise writing some sentences, linked to our Highwayman unit, using apostrophes.</li></ul>

## 5.

### To revise using apostrophes

- In this lesson, we will build on our learning from Lesson 3 of the first outcome in this unit. We will explore how to use apostrophes for plural possession and we will investigate how and why we can use apostrophes for contraction. We will support and cement our learning through games and by writing example sentences.
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Lesson number	Lesson question	About the lesson
1.	To explore simple and compound sentences	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will be learning about clauses, simple sentences, coordinating conjunctions and compound sentences.</li></ul>
2.	To explore complex sentences	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will learn about clauses, main clauses, subordinate clauses, subordinating conjunctions and how to structure complex sentences.</li></ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"><li>Contains subject matter which individuals may find upsetting.</li></ul>
3.	To explore relative clauses	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will be learning about relative clauses, which are a type of subordinate clause.</li></ul>

4.

## To explore fronted adverbials

### Pupils will learn

- In this lesson, we will be learning about fronted adverbials of time, place and manner. We will also practice writing some sentences with fronted adverbials.

### Guidance warnings

- Contains depictions of discriminatory behaviour.
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5.

## To explore non-finite subordinate clauses

### Pupils will learn

- In this lesson, we will develop our knowledge of non-finite subordinate clauses. We will then practise writing some complex sentences which can be used in our letter writing.

### Guidance warnings

- Contains depictions of discriminatory behaviour.
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Lesson number	Lesson question	About the lesson
1.	To explore word class	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will recap on sentence types: compound, simple and complex. We will then recap on the definitions of the different word class categories. Following this, we will sort words into their word classes and lastly, identify word classes in different sentence types.</li></ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"><li>Contains conflict or violence.</li></ul>
2.	To develop our knowledge of determiners	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will look at what determiners are in general. We will identify determiners within a paragraph and insert the appropriate determiners in sentences.</li></ul>
3.	To explore expanded noun phrases	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will review Mrs. Wordsmith vocabulary, revise key points related to expanded noun phrases and practise writing expanded noun phrases (many of which will be useful for this unit of writing).</li></ul>

**4.**

**To explore the functions of fronted adverbials**

**Pupils will learn**

- In this lesson, we will work to correct a sentence, review learning about fronted adverbials, before practising writing fronted adverbials that would be useful for their writing in this unit.



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**5.**

**To explore using pronouns (relative and possessive pronouns)**

**Pupils will learn**

- In this lesson, we will define key word classes, review knowledge of personal and possessive pronouns and then edit a short paragraph using pronouns to avoid repetition.
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Lesson number	Lesson question	Pupils will learn
1.	To explore the function of apostrophes	<ul style="list-style-type: none"><li>In this lesson, we will review the function of apostrophes before identifying how apostrophes have been used in different examples.</li></ul>
2.	To explore subject, verb, object	<ul style="list-style-type: none"><li>In this lesson, we will review word class in a sentence before reviewing knowledge of subject, verb and object. We will practise identifying the subject, verb and object in a sentence.</li></ul>
3.	To develop a rich understanding of words associated with working hard	<ul style="list-style-type: none"><li>In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.</li></ul>
4.	To explore the functions of a colon	<ul style="list-style-type: none"><li>In this lesson, we will practise using parentheses in the three forms (brackets, dashes and commas). Then we will explore why we use colons in writing and its uses.</li></ul>

## 5.

### To develop our knowledge of the function of a colon

- In this lesson, we will develop our knowledge of the function of the colon. We will consolidate our understanding of the colon when introducing a list, and we will explore the colon when it separates clauses within a sentence. The lesson will conclude with a quick game to assess our understanding.
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Lesson  
number

Lesson question

Pupils will learn

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**1.** To explore the four types of sentence - statement, command, exclamation and question.

- In this lesson, we will begin by revising some spelling rules. Then we will revise the differences between clauses and phrases. We will then introduce the four types of simple sentence: statement, command, question and exclamation. We will then have an opportunity to apply this learning.

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**2.** To explore prepositions

- In this lesson, we will begin by revising some spelling rules. Then we will practise identifying main and subordinate clauses. Next we will explore what a preposition is and apply our knowledge through a range of questions.

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**3.** To explore prepositions further

- In this lesson, we will begin by revising some spelling rules. We will then focus on developing our understanding of prepositions.
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## 4.

### To explore modal verbs

- In this lesson, we will begin by revising some spelling rules. We will then revise word class. In the main part of the lesson we will develop our knowledge of modal verbs and then apply that new knowledge through a number of activities.
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# 4. Learn More



## Contents

Section number	Section contents
1.	Introduction to Oak's key stage 2 English curriculum
2.	Coherence and flexibility
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusive and ambitious
6.	Pupil engagement
7.	Motivation through learning
8.	Additional information about key stage 2 writing units
9.	Curriculum sequence guidance

### 1. Introduction to Oak's key stage 2 English curriculum



English at KS2 comprises several elements that complement each other, and can work together or discretely. These are Writing, Reading, Spelling, Grammar and Vocabulary.

Reading units are 5 day units centred around a specific text, author or genre. These are primarily reading focused. Some of these units link to writing units. However, they are designed to be accessed discretely. Reading is also taught and reinforced through the writing units.

Writing units are centred around a specific text or theme. The units also incorporate the other skills and knowledge within the wider English curriculum: Reading, Grammar, Spelling and Vocabulary building. They build towards written outcomes with a focus on writing for purpose. The writing units are generally in blocks of 2-3 weeks, building towards a written outcome of a specific text type. Within this period, there are at least 6 lessons centred around the text/theme alongside 2 spelling lessons, a linked grammar lesson and a linked vocabulary lesson. Texts/themes may have between 1-3 blocks relating to a specific written outcome. These can be accessed in isolation – however, pupils will benefit the most, if they begin the first block within a unit as they will get to know the context better.

Spelling units are organised into 5 blocks of 2 lessons per term: the first lesson teaches the explicit spelling objective and the second lesson provides opportunities to practise and apply this knowledge and a test. The test takes place at the end of the lesson so that it can be viewed at a later date. There are 10 lessons each term. These align with objectives set out by the National Curriculum. The spelling lessons take place on Tuesdays within the writing units, however, they can be selected by unit in order for teachers, parents or pupils to match their own curriculum requirements. Key stage specific spelling knowledge is also applied and reinforced throughout writing units.

Grammar is taught and reinforced continually through writing and reading units. However, there are 5 lessons per term that can also be accessed discretely – where a teacher might want to direct pupils to practise a specific objective – or address a specific gap in knowledge.

Units are low threshold, high ceiling, so it may be useful to also look at a lower or higher year group to find the most suitable content. Reading units can be selected from the given year group, or from the phase - lower or upper KS2.

## **2. Coherence and flexibility**

We strive to support schools by giving them an online learning offer that can be flexible to fit alongside their existing curriculum. We need to balance this together with coherence as complete flexibility would imply only standalone lessons

where none can build upon any other. This is particularly important in English where we need to expose students to whole stories or texts and therefore require longer sequences of lessons to build up knowledge and skills.



### **3. Knowledge organisation**

For English at EYFS, KS1 and KS2 we have organised units to ensure a balance of coverage and progression across the year, incorporating key knowledge and skills relating to Phonics, Reading, Writing, Grammar and Spelling. Oracy underpins teaching in all units. All elements of English are embedded within the units, rather than being taught as separate strands. We will offer suggested sequences to ensure logical progression and development of knowledge and skills. The curriculum reinforces the reciprocal relationship between Reading and Writing. Although some phonics practice is embedded, Oak is not providing a phonics programme.

### **4. Knowledge selection**

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is being taught in schools so that we can serve them well and will follow the guiding principles of The National Curriculum.

### **5. Inclusive and ambitious**

We want Oak to be able to support all children. Our units will appropriately scaffolded so that children with different starting points can access them. This is supported by developing children's skills in Communication and Language throughout the Primary English Curriculum. Schools, who know their pupils best, will be essential in directing pupils to the lessons that will most help them.

### **6. Pupil engagement**

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction, just as we would with classroom teaching.

### **7. Motivation through learning**

Like all teachers, we recognise that clear presentation and teaching helps pupils keep participating in our lessons. We will build intrinsic motivation through children's success and enjoyment within lessons. However, we are teachers, and not entertainers. As English teachers, we believe in the power of storytelling and language to motivate and inspire children, and we hope to capture this in our video resources.



## **8. Additional information about writing units**

Writing effectively for purpose incorporates significant knowledge and skills: the knowledge of conventions within specific text types, wide ranging vocabulary, awareness of the reader – and using grammar and punctuation precisely and for effect.

Writing units ensure that pupils are first clear on the 'what to write' – the content, the sequencing, the ideas, the vocabulary so that they can then focus on 'how to write' – effective use of punctuation, sentence structure, cohesive and stylistic devices in order to achieve the intended purpose on the reader. Knowledge of spelling, grammar and punctuation is applied in context – with specific rules and conventions taught incrementally, to ensure mastery of application.

## **9. Curriculum sequence guidance**

The KS2 writing units above are sequenced in the proposed order. This allows for logical progression of knowledge and skills across the year - specifically relating to expectations in grammar and punctuation. The reading units can be accessed in any order. They can be interspersed between writing units or sit alongside them.